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| In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three  Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and ‘have a go’; **active learning** - children concentrate  and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas,  and develop strategies for doing things. In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children’s learning in all areas. | | | | | | | | |
| **EYFS Art & Design Skills** | | | | | | | | |
| **Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)** | **Colour (painting, ink, pencils, crayon, pastels)** | **Texture (textiles, clay, sand, stone)** | | | **Form (3D work, clay, dough, boxes, paper sculpture)** | **Printing (found materials, fruit/veg, wood blocks, string)** | | **Suggested artists** |
| Begin to use a variety of drawing tools and techniques  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Show different emotions in their drawings – happiness, sadness, fear etc.  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | Explore colour and colour mixing  Experimenting with and using secondary and primary colours | Explore and experiment with different textures  Safely use and explore a variety of materials. | | | Handling, feeling, enjoying and manipulating materials  Shape and model  Experiment with different forms. | Rubbings  Print with variety of objects and colours | | Andy Goldsworthy  Kandinsky |
| **EYFS Art & Design Knowledge** | | | | | | | | |
| **Autumn – Self-portrait & Diva Lamps (Diwali); Continuous Provision (CP) Bonfire pictures** | | | | | | | | |
| Mark-making and drawing   * I know how to use a variety of drawing tools and techniques – pastels, inks * I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. * I know about different emotions and can draw them on the faces | | | | Colour   * I know about colours and how to mix colours * I know about secondary and primary colours | | | Form   * I know how shape and model my diva lamp * I know about different forms. | |
| **Spring – Plant observational drawings & Veg printing (CP); Forest School – rubbings & Natural Art – Andy Goldsworthy** | | | | | | | | |
| Mark-making and drawing   * I know how to use a variety of drawing tools and techniques – pencil, charcoal | Texture   * I know how to safely use and explore a variety of materials to create a piece of natural art * I know I can use different textures | | | | | | Printing   * I know I can print with variety of objects and colours | |
| **Summer – Making fossils; Drawing - ICT (CP)** | | | | | | | | |
| Mark-making and drawing   * I know I can return to and build on their previous learning, refining ideas and developing their ability to represent them – ICT | | | Form   * I know how to manipulate materials | | | | | |
| **Key Vocabulary**  **Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, shape, print, art, techniques** | | | | | | | | |